

THE CORRELATION OF SELF CONCEPT AND WORK MOTIVATION OF RAUDHATUL ATHFAL HEAD OF PEKANBARU CITY

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ABSTRACT

The principal as the top leader in an educational institution plays an important role in developing the quality of the institution. Criteria for a school principal is influenced by professionalism in carrying out his leadership. The competency of a school principal must have four competencies, namely pedagogical competence, personal competence, social competence and professional competency. The principal's leadership influences on the development and performance of the school. The research subject was 27 school principals of Raudhatul Athfal Pekanbaru City. The collection of data using the questionnaire technique. The data analysis technique is to use regression technique. The results showed that there was a positive relationship between self-concept and the work motivation of the head of Raudhatul Athfal Pekanbaru City, meaning that the better the self-concept of the head of Raudhatul Athfal Pekanbaru City, the better the work motivation.

Keywords: Self Concept, Work Motivation, Headmaster, Raudhatul Athfal.

INTRODUCTION

The functions and objectives of National Education contained in Law No. 20 of 2003 (National Education System in Article 3) as follows: National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of students to become human beings who believe in and devote to God Almighty One, having noble, healthy, knowledgeable, capable, creative, independent and being a democratic and responsible citizen (Mulyasa, 2009).

A good school is a school that has a supporting component which is the main foundation for the success and progress of the school itself. Schools that have shared beliefs and goals function better and more effectively. The supporting components include, the principal, teachers, students, collaboration between teachers and parents of students, and school management. These components must be interrelated and cannot work alone, so the need for communication, motivation, and a sense of ownership as a whole.

School principals try to develop communication with parents, students, school residents, so that two-way communication is established (Wibowo, 2014), sustainable, healthy, positive, communicative and constructive (Arifin, 2015). Principals can provide good examples, involve cooperation and communication between teachers, students and involve themselves in school work, so relationships of mutual respect and trust can develop well in these schools (Schunk, 2012). Criteria for a school principal is influenced by professionalism in carrying out his leadership. The competency of a school principal must have four competencies, namely pedagogical competence, personal competence, social competence and professional competency.

Motivation is a positive desire from the school component that will benefit the school as a whole. Targeted motivation can create job completion in accordance with the wishes of the school. The motivation of a school principal in improving the quality of education services is very important.

Principal's work motivation remains and is embedded in him is influenced by several things that can make the needs of the school component met through good school performance. With the School Based Management (SBM) the school is given the authority to manage its own school. MBS is a model school management by giving greater authority at the school level to manage their own schools directly. With this great authority, the school has autonomy, responsibility and participation in determining school programs. The next problem is the extent to which schools differ when their innate abilities and socio-economic background and culture of students, teachers, principals, school supervisors, and school committees are very diverse (Nurkholis, 2005).

Factors that influence the work motivation of principals include self-concept. The concept of self is a view or self-belief towards the whole self, both concerning the strengths and weaknesses of the self, so that it has a great influence on the overall behavior displayed (Wahyuni, 2011) and how individuals want themselves as human beings who are expected and beneficial to the surrounding environment. The concept of self is formed from the learning process and not an innate factor, developing from the interaction of individuals with their environment.

As the research conducted by Diana Fitriyah, et al., (2019) entitled "*The Effect of the Principal's Transformational Leadership and Work Motivation Toward Service Quality to Teachers of Private Islamic Junior High School (MTs) in Pontianak*" shows the results that there is a significant influence between transformational headmaster leadership and work motivation on the quality of service to Pontianak MTs teachers.

The study entitled "Nonverbal Communication in Developing Self Concepts in Nanggala Surabaya Kindergarten Students conducted by Prameswari and Ainur Rochmaniah (2016) states that nonverbal communication conducted by teachers to students to develop self-concepts includes six classifications, namely kinesthetic messages, gestural messages, messages proxemic, artifactual messages, paralinguistic messages, touch messages and smells. While the self-concept developed at Nanggala Surabaya Kindergarten is the concept of physical self, moral-ethical self, personal self, social self, and family self.

Ahmad (2010) conducted a study entitled "The Relationship of Self-Concepts and the Motivation of School Principals with Pedagogical Competence of Teachers (Case Study in MTA Surakarta High School Academic Year 2010)", showing the results that (a) there was a significant relationship between teacher's self-concept and competence teacher pedagogics in MTA Surakarta High School in 2010, (b) there is a significant relationship between the motivation of school principals to teacher pedagogical competencies in MTA Surakarta High School in 2010, (c) there is a significant relationship between the teacher's self-concept and the giving of motivation of the principal to the teacher's pedagogical competence in MTA Surakarta Senior High School in 2010.

Research on work motivation and self-concept has been done a lot, but more aimed at teachers or students. Research with the subject of the school principal Raudhatul Athfal (Kindergarten) has never been done. Based on data obtained from the Madrasah and Religious Education Section, only 30% of school principals have an early childhood education background, such as Kindergarten Teacher Education (PGTK) or Raudhatul Athfal Teacher Education (PGRA). The majority of RA teachers have a Bachelor of Religion background, such as Tarbiyah, Sharia, Usuluddin, or Madrasah Aliyah. In addition, there are some who are alumni of education but most are not related to early childhood education. While the RA curriculum demands learning for young children in general that is integrated into the Islamic religion.

The principal as the top leader in an educational institution plays an important role in developing the quality of the institution. The principal's leadership has an influence on the development and performance of the school (Huang, 1996, in Yuang- Duen Lee and Chen-Tsung Kuo, 2018). The level of difficulty found by school principals is increasingly decreasing in certain aspects along with the increasing experience as a manager in his school. In addition, he serves as the headmaster for reasons that the school is his own, the school stands on its own initiative and the foundation is privately owner.

This is the background of this research problem. Researchers are interested in finding out how the self-concept relates to the work motivation of Raudhatul Athfal headmaster. Based on the above problems, the hypothesis is proposed, namely there is a relationship between self-concept and the work motivation of the school principal Raudhatul Athfal. The purpose of this study was to determine the relationship between self-concept and work motivation of the headmaster of Raudhatul Athfal Pekanbaru City.

WORK MOTIVATION

Motivation is a process of initiating and maintaining activities directed at achieving goals (Schunk, 2012). According to Nawawi (2000), motivation is a condition that encourages or becomes the cause of someone doing an action/activity that takes place consciously. Motivation requires a physical or mental activity. Physical

activities include effort, perseverance, and actions can be observed directly. While mental

activities include cognitive actions such as planning, memorization, organizing, monitoring, decision making, problem solving, and progress assessment. Work motivation is part of motivation in mental activity.

According to Maslow (Wahyuni, 2003), humans will be encouraged to meet the most powerful needs according to the time, circumstances and experience concerned to follow a hierarchy. In this context the first level needs that must be met before other needs are physiological needs such as hunger, thirst, sex, housing, sleep and so on. after that the next need arises for safety and protection from danger, threats and dismissal from work. After the first and second needs are fulfilled, the third need arises, namely social needs, namely the need for love and satisfaction in establishing relationships with others, satisfaction and a feeling of belonging accepted in a group, a sense of family, friendship and affection. The next two needs are the need for appreciation (status, position, self-respect, reputation, and achievement) and the need for self- actualization (using one's potential, growth and self-development). A lower need does not then disappear when a higher need arises. So if a need reaches its peak, then the need stops being the main motivator of behavior, but even though the needs have been satisfied, those needs still affect the behavior, only the intensity is smaller. This is because human needs are interdependent and supportive.

Work motivation is defined by Siagian (in Mashitahili, 2010) that work motivation is a driving force that causes an organization member to be willing and willing to move his abilities (in the form of expertise or skills), energy and time to carry out various activities for which he is responsible and fulfill his obligations in order achievement of the goals and various predetermined organizational goals. So, work motivation is a growing impulse in a person, both from within and outside himself to do a job in high spirits using all the abilities and skills they have.

Work motivation occurs because there are needs that must be met. According to Siagian (2001), factors that influence work motivation consist of internal factors and external factors. Internal factors, including one's perception of oneself, work performance, self-esteem, personal expectations, desires and needs. External factors, including the type and nature of work, workplace organization, environmental situations, and the applicable reward system (Siagian, 2001). Work motivation can also be the hope of every employee to be their driving force in achieving their goals (Hasibuan, 2012). Someone who has inner motivation can enjoy his work so that it can be seen in his behavior. and find satisfaction in doing it.

SELF CONCEPT

Andayani & Afiatin (1996) explains that self-concepts are formed through the learning process of individuals in their interactions with the surrounding environment. The interaction will provide experiences or feedback received from the environment, so that individuals will get a picture of themselves. So important is the evaluation of others on the formation of this self-concept, so that Allport (in Helmi & Ramdhani, 1992) suggests that a person will see who he is through the assessment of others against him.

The concept of self is an individual's view of who the individual is, and that can be obtained through information provided through information given by others to the individual (Mulyasa, 2009). This opinion can be interpreted that the self-concept owned by an individual can be known through information, opinions, evaluations or evaluations from others about him. In daily life the individual indirectly evaluates

himself. Self-assessment that includes his character, other people can respect him or not, he includes people who look attractive, beautiful or not.

Aspects of self-concept according to Berzonsky (1981, in Ulfah, 2007) are physical, social, moral and psychological aspects. personality, confidence, responsibility, experience, independence, maturity, feelings and awareness. Factors that influence self-concept, namely age, education level and environment.

RESEARCH METHODS

This study involves self-concept variables (independent variable) and work motivation as dependent variables. The subjects used in this study were all 27 Raudhatul Athfal (RA) principals, which were conducted to coincide with the Pekanbaru City Head Working Group (K3RA) meeting.

Measuring instruments used in this research are work motivation scale and self- concept scale.

The study uses the work motivation instrument of the principal raised from the book Pay and Organization Development in B. Siswanto Sastrohadiwiryono (2005) which has been adapted from the research results of the Puspita Dewi Kunadi Prasestion (2012) with the results of the alpha cronbach reliability test of 0.923 with aspects of performance, opportunity and appreciation.

The self-concept instrument uses instruments that have been adapted from the "The Q-Sort" technique developed by Stephen Son (1952). "The Q-Sort" technique is an instrument to get a picture of various aspects of yourself. Researchers used instruments that had been used by Sri Rosilawati (2005) which included personality, confidence, responsibility, experience, independence, maturity, feelings and awareness.

The data analysis technique used in this study is regression analysis based on SPSS for Windows.

RESULTS AND DISCUSSION

This research uses descriptive analysis which is to calculate the mean and standard deviation. The mean value is used to determine the average respondent's answer from the observed variables. High or low respondents' assessment of each of these variables can be seen from the meaning of the barley. in this calculation the researcher is assisted by using SPSS for windows version 16,0.

The number of subjects in this study was 27 people. Information from the K3RA Chairperson of Pekanbaru City showed that the number of RA heads was recorded at 63 RA, but only 27 people were present at the K3RA meeting. April 2019. K3RA activities are held every second week of each month which is held in the hall of the Ministry of Religion Office of Pekanbaru.

Based on the results of descriptive analysis for work motivation variables obtained a minimum score of 70 with a maximum value of 93; mean (mean) 80.67; standard deviation 6.78; median (middle value) 78.0; and mode (emerging trends) 77.0. Then the description of RA head work motivation data in Pekanbaru City can be seen in the following table.

Table 1. Description of Work Motivation

Score		Categorization	Number of Subject	Percentages
$(\mu+1,0 \sigma) \leq X$	$72 \leq X$	High	26	96,3
$(\mu-1,0 \sigma) \leq X < (\mu+1,0 \sigma)$	$60 \leq X < 72$	Is on	1	3,7
$X < (\mu-1,0 \sigma)$	$X < 60$	Low	0	0

Table 2. Description of Self Concept

Score		Categorization	Number of Subject	Percentages
$(\mu+1,0 \sigma) \leq X$	$75 \leq X$	High	27	100
$(\mu-1,0 \sigma) \leq X < (\mu+1,0 \sigma)$	$62,5 \leq X < 75$	Is on	0	0
$X < (\mu-1,0 \sigma)$	$X < 62,5$	Low	0	0

The table above states that the Head of RA of Pekanbaru City who has a high self-concept category has 7 people (100%) and none of them are included in the medium or low category. Thus, it can be concluded that the Head of RA of Pekanbaru City has a high self-concept.

Based on statistical analysis between self-concept of RA work motivation, the correlation coefficient (r) = 0.279 and the coefficient of determination (r^2) = 0.078. This means that there is a relationship between self-concept of work motivation, it can be concluded that the contribution of self-concept to the work motivation of RA heads is only 1%. These results indicate that self-concept is one of the factors that influence work motivation.

Work motivation and self-concept of the heads of RA City of Pekanbaru were stated to have a high category. The principal's self-concept is one of the supporting factors of the work motivation of the head of the RA City of Pekanbaru. With the results obtained, it implies that the higher the self-concept of the school principal, the higher the work motivation of the head of the RA City of Pekanbaru.

Individuals who have a positive self-concept are individuals who understand well about themselves so that they will receive their strengths and weaknesses, an assessment of themselves will be more positive in their life outlook and can design life goals in dealing with reality. Thus, the head of the RA City of Pekanbaru, which has a high self-concept, has a strong influence on his work

motivation in leading educational institutions based on aspects of the development of the child's age.

The existence of a significant and positive relationship on the self-concept variable on the work motivation of the RA head proves that the theory that states the self-concept will determine the condition of the RA head and is thought to be able to increase his work motivation in the literature in line with the proposed frame of mind. Thus, through this research it is proven that self-concept is one of the determining factors for work motivation, in addition to other factors. Thus, the hypothesis proposed in this study was proven.

Work motivation is something that gives rise to enthusiasm or work motivation. Motivation is a gift or drive that creates the excitement of one's work to want to work together, work effectively and be integrated with all efforts to achieve satisfaction. Work motivation owned by the RA head of Pekanbaru City is a psychological condition that drives the RA heads to carry out business or activities to achieve school goals and individual goals, it has been proven in this study that stated that work motivation has been influenced by self-concept.

This study can be concluded that there is a relationship between self-concept and work motivation of the headmaster of Raudhatul Athfal Pekanbaru City. The better the self-concept, the better the work motivation. The suggestion that researchers can propose is that the principal should be able to improve his self-concept through self-motivational training and be active in the activities of principals' associations. For further researchers, it is expected to be able to vary other variables and increase the number of subjects.

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